

FEBRUARY, 1869.

SELF-EDUCATION OF TEACHERS.

TO teach for three or four years will probably prove beneficial to any competent person. The novelty of the sphere will retain its freshness comparatively well, for that length of time. The ancient saying, *discimus docendo*, will continue to have force. Suggestions of new ideas will not fail to meet the teacher in the yearly round. Pupil development will not, in that time, come to be the fixed standard from which to judge of human capacity. The childlike will not, by the law of imitativeness, make the teacher's character childish. Insight into the needs of pupil-character, for its regulation, will not settle upon lifeless and arbitrary truisms to be doled out, well or ill-stated as "wise saws and modern instances" to "young teachers" in private talk, or from the lecture-stand. It will do any young person good, we say, to teach three or four years after graduating. The process will give opportunity for a grand review of studies, and communication will open up views never before within ken.

But beyond this brief period lies the imminent risk of becoming stultified and mechanized. The teacher is apt to move in a circle. Year after year he is drawn into the same round of attention to a circumscribed variety of duties which at length lose their novelty and life, and produce a reflex action upon him to make him lifeless and stale.

We deal in facts. Our object is not to smooth over, but to find relief. Something ought to be done to change the line of the teacher's tread, out of the circle into directness. He needs to go on, ever on, through regions ever new, toward the unreachable horizon. And not for his sake alone, but for the sake of the young generation that comes under his direction. Where men tread ever in a circle, we may be sure that there is something wrong which may be righted.

In the case of the teacher, we believe that the righting will be found to

consist in the study of the laws of the mind in relation to its receptivity and development, the laws which determine the growth of the body, the right training of the bodily powers and senses, and finally, the needs of the world of men. These must be recognized, and systematized and regarded in teaching, as they never have been by the mass of teachers, nor ever will be until teachers, as a class, cease to consider themselves competent to teach as soon as they know what is in the text-books they expect to use; and are no longer satisfied with plodding their little round, year after year, as thoughtlessly as a mill-horse turning a mill.

It is vain to look to Normal Schools for the needed reform—at least, at present. Their true work they have scarcely yet begun. They must be academies, consequently cannot be true Normal Schools. They cannot develop and teach the philosophy of education, so long as their time is taken up with teaching text-books. Nor would pupils, ignorant of the elements of instruction and the simplest methods of teaching (and of such a class are Normal students usually), be competent to consider the philosophy of human development, if the Normal professors were competent to teach it. The time will come, we trust, when Normal Schools will be able to do this their true work; meanwhile the young teacher (and the old too, for that matter) who aspires to be a true teacher, must work out his own professional culture by his own investigations. As a contributor to a late number of the *Michigan Teacher* remarks:

“Teachers must *read* more, *think* more, *investigate* more. Educational works, both books and periodicals, should be sought after, read, digested, and their thoughts carefully weighed, tested, and appropriated. No one can be a respectable teacher unless he be a growing teacher; he cannot *grow* unless he *think* and *study*; and the very best thought-food for the teacher, especially the inexperienced one, is the printed experience, observation, and reflection of his seniors in the profession—just as in law, medicine, theology, and everything else, that has enough worth and merit to be respectable and respected. It is a shame to any teacher not to read several educational periodicals: it is a greater shame to the beginner not to begin with laying in a store of educational supplies in the nature of educational books on which to live (professionally) and grow; it is a shame to every teacher not to be gathering around him an educational library as a kind of professional treasure-house whence he may on occasion bring forth treasures new and old.”

VASSAR COLLEGE.

I N the *Pacific Medical and Surgical Journal* of last November we find the following, in an editorial headed, "Vassar College—Water cure and Water kill."

"We have conversed with several ladies, recently from the College, who complain of the severe hydropathic discipline to which they were subjected while there. The establishment was under the medical charge of a female hydropathist, and we suppose continues to be so. Our unfortunates were placed in a warm sitting-bath, after which the cold douche was applied to the back, followed by frictions. The cold douche was used habitually, and in the extreme cold of winter; and the shock produced by it is spoken of by the ladies as painfully severe. They add, that a large number of the pupils leave the institution with a 'weak back,' and that it is a subject of common remark among them as the result of the hydropathic treatment. We see no reason to doubt the truth of the statement. There can be no question of the veracity or the intelligence of those who make it, nor is there any perceptible reason why their judgment should be mistrusted in regard to the cause and effect. Neither is it surprising that the treatment should produce all the results ascribed to it. The matter is of importance, and demands a thorough investigation. Of latter years, the hygiene of education, so to speak, has been studied and improved, and, one might think, almost perfected. But here is a popular institution, one of the largest in this or any other country, near a metropolitan centre of intelligence, in which girls are subjected to a regular system of torture by authority of a somewhat fashionable procrustean specialty, and crippled probably for life, in some degree. The case may not be as bad as we have represented, but it is evident that a gross abuse exists, which should be rectified. If so much could be said of an educational institution under regular medical supervision, we should hear the cry of murder from thousands of throats which are piped to the note of reform."

That young ladies could be "subjected to a regular system of torture" in a school like Vassar College, seemed to us almost incredible: yet we felt that a charge of so grave a character, coming from such a source, and evidently made in good faith, should not be passed by without investigation. If true, it would be but justice to the pupils and their parents to give proof of it, and to demand a reform in the management of the Institution. If false, justice to the college required a refutation of the charge, from a source not in any way liable to be prejudiced in the matter. We have therefore made many inquiries among those most likely to know of, and least likely to palliate, such a "gross abuse," and are happy to say that we have discovered nothing whatever to justify the charge, and nothing whereon to base it—except, it may be, the simple fact that the physician

in charge "prescribes a good deal of water;" or, in other words, she requires the girls, when well, to take a bath once or twice a week, in warm or cold water as they may prefer; and extra baths in warm water, when sick. If the cold douche is "used habitually, and in the extreme cold of winter," it never came to the knowledge of our informants. The same may be said of the statement that "a large number of the pupils leave the institution with a 'weak back,' and that it is a subject of common remark among them as the result of hydropathic treatment." Delicate pupils, the surest to know of and to suffer from injudicious medical treatment, assure us that they have no knowledge, either by personal experience or by hearsay, of anything of the kind. Possibly a large number of weak-backed girls have left the college since its establishment. "Weak back" is no uncommon complaint; and with yearly classes of three or four hundred young ladies, it would require more skilful selection than any school is prepared to make, not to receive and dismiss some cases of the sort.

However that may be, we are confident that the case is *not* as bad as the Editors of the *Journal* have represented; and that it is not "evident that a gross abuse exists" at Vassar College.

CHIPS FROM SCHOOL EXAMINATIONS.

AMONG the really awful facts disclosed by the English Schools' Inquiring Commission, are some which, in spite of the sad condition of things which they reveal, are exquisitely comical. The richest development of the latter, is to be found in the reports of examinations. For example, take the following from an examination of a class in Geography from an "Upper Class" Girls' School. The questions were on a half year's work on the United States, Scotland, and Ireland. The answers are as rich as any obtained at Cornell University last fall. Of course we pick the worst ones.

"United States is remarkable for its ruins. Each State manages its own affairs; has a Consul-General appointed by the people, and a Governor by the queen. Each State has a king chosen by the people, and a House of Commons and Lords."

"The Capital of the United States is Mexican. It is governed by a queen, a council, and two representatives. It is very subject to earthquakes, and all the houses are built low in consequence."

"The population of Scotland is 2,300,000 square miles" (repeated by two others *totidem verbis*).

"The religion of Scotland is Protestant, and the people are Catholics."

"One quarter of the inhabitants of the globe live in Scotland. Oats are the favorite food of the people."

"The climate of Scotland is in a very thriving condition."

"Ireland is nice and clean in some places, and dirty in others. It exports tallow candles and cork."

"Ireland is flat: the occupation of the people is to dig potatoes. Its ports are Aberdeen and Dundee, and it exports fish."

If anything could beat the foregoing, it was the spelling of a hopeful eleven years old, found in a boys' school. This is the way he did it, the occasion evidently being a "dictation exercise."

"The Arabs have all been wondering tribes, and have dell in tenests amid the trackls dersts which coverer a large porteon of their contry. There erly history is very imperfectly knon. The first event that is wort recording was the birt of Mahomet. This took place at Mecce a saty on the border of the red sea in the year 570 of the Cinatien era. Till the age of tewlve Mahomet was a Coaml drive in the dester. He after was spent much of his time in Solude. His dwelling was a losome cave veri he pretened to be employed in pray and mtation. When he was forter yeary old he set up for a prothp."

We presume that the little fellow got no credit for his spelling of the last word. He certainly ought to have received one for originality.

THE MONTH.

EDUCATION is receiving as usual a liberal share of attention in the messages of the different State Governors. Of course, these documents, being written from a complimentary, rather than a statistical point of view, it is not reasonable to expect much information from them. Yet a few hints of the condition and prospects of Education in the different States may be gathered from them.

MASSACHUSETTS.—Governor Claflin sets out with assuring us that The Fathers of Massachusetts regarded the education of every citizen as one of the first objects to be promoted by a free people: a somewhat threadbare statement, which the people of Massachusetts are never tired of hearing. Then he sketches briefly or rather hints at the progress of the schools since the establishment of the Board of Education; finally reaching the fact that the school appropriation last year amounted to \$2,635,744, an increase over 1867 of \$280,268. This increase is nearly one dollar for

each child in the State, over five and under fifteen years of age. The whole amount granted is nearly ten dollars for every child of school age. For the erection and repairs of school-houses, there was paid the sum of \$1,495,573. Gov. Claflin, like his predecessor, finds fault with the wages paid to teachers—especially with the difference between the wages of male and female teachers. “While our women are so poorly paid for this service,” he says, “we can expect no great proficiency in teaching on their part, nor that they will pursue this occupation for any considerable length of time.” The average monthly pay of male teachers is \$72.93; of female teachers, \$27.84. The experiment of placing women on school committees having been successful, the Governor recommends an amendment of the law so as to allow women to be appointed as trustees and inspectors of correctionary institutions which contain young children; especially the Industrial School at Lancaster.

NEW YORK.—Governor Hoffman says but little of the schools; that little, however, is of the most encouraging character. The number of children of school age, in the State, is 1,464,424. The number reported as at school some part of the year 1868, was 971,512. The number of teachers employed twenty-eight weeks or more, was 16,580, of whom 12,780 were women, and 5,883 were men. The public money to be apportioned the coming year is \$2,520,000. Since the school-tax was increased three-fourths to one and one-fourth of a mill, and the schools made entirely free, the attendance has greatly increased. Two new Normal Schools will be opened the present year, and two more in 1870.

PENNSYLVANIA.—Governor Geary gives the following school statistics for the past year: School Districts, 1918; schools, 13,766, of which 2,382 are graded; Teachers, 16,771; pupils, 800,515; cost of tuition, \$3,273,269; the total expense of schools, school-houses, etc., \$6,200,538, making \$7.74½ for each pupil; average yearly wages of teachers, \$195.17. These figures show a slight improvement on last year, except in the item of expenditures on school-houses. In this the increase is large,—over a million of dollars. The governor calls the attention of the Legislature to the fact that large numbers of children in the State, between 6 and 16 years of age, do not attend school of any kind. The non-attendants belong chiefly in the cities. Over twenty thousand are found in Philadelphia alone. The number in the State he estimates at not less than 75,000.

How far this is the result of insufficient accommodation is not stated. Two new Normal Schools will probably go into operation this year,—one at Bloomington, Columbia Co., the other at California, Washington Co. The Soldiers' Orphans' Schools are said to be in good condition, and improving. In all, there are 3,431 soldiers' orphans who are supported and educated by the State, at a weekly expense of \$2.65½ each. The Agricultural College is to be reconstructed, and three model and experimental farms purchased for them in different parts of the State. The Faculty of the college has been reorganized and the course of study remodelled.

EDUCATIONAL INTELLIGENCE.

NEW JERSEY.—We have been favored with the financial statistics of the schools of New Jersey for the past year, in advance of the publication of the Superintendent's annual report. If the schools have advanced in merit, in proportion to the increase of expenditures for them, the State has good reason to be satisfied with the year's work. The strictly educational statistics we shall give as soon as we can get them. The State appropriation for 1868 amounted to \$1,313,358,—an increase over 1867 of \$417,423, the gain being mainly in district tax. The voluntary school tax for 1868 was \$1,140,142,—more than double the amount ever before raised in any year previous to 1867. There has been a very rapid increase in this voluntary tax since 1866, giving evidence of a rapidly increasing interest in education among the people. During the ten years, from 1857 to 1866, the gain was \$317,185; from 1866 to 1867, it was \$278,068; from 1867 to 1868, it was \$355,412. If there is a like increase next year in those localities which most need it, it is believed that all the schools in the State can be made entirely free. The increase in the amount of money raised for building and repairing school-houses is still more remarkable; the sum raised for these purposes being \$805,581—over seven thousand dollars more than was raised for these purposes during the preceding fourteen years, and eight times as much as was ever before raised in any one year. The State Normal School and its dependencies, the Model and the Preparatory School, are steadily increasing in popularity. The first had an attendance last year of 259; the second, 555; the third, 302—altogether, 1116. The property of this institution is valued at \$250,000, on which there is an encumbrance of \$23,000. Connected with the Normal School is a boarding-hall, which accommodates 130 lady boarders. The cost of board is only \$3.50 a week, including fuel and light. The boarding arrangements are said to be completely successful.

MILWAUKEE.—The school population of this city, Aug. 31, 1868, was 23,660, an increase for the year of 1,525. The increase in the number enrolled in the schools was considerably greater, being eleven per cent.

In the average number belonging to the schools, the increase was over twelve per cent., while in the daily average attendance it was over nineteen per cent. This shows a commendable improvement in the efficiency of the schools. So far, good: but against this we must place the fact that nearly a third of the children of the city do not attend any school, public or private. This is clearly the fault of the city, not of the schools. The Superintendent says, "No sooner is a school-house erected, than it is filled with pupils." About half the non-attending children are estimated to be engaged in some kind of employment. The rest are "roving about the streets." In view of the necessity of doing something to bring these children into the schools, the Superintendent asks, "Do we need a compulsory law?" "Certainly not," he replies, "until we can provide for those seeking accommodation in our schools." On another page, he says: "When the school census shows hundreds of children not attending school, and the school reports show hundreds of vacant seats in our school-houses, then will be the time to advocate the passage of a compulsory law of attendance—a contingency, we think, not likely to occur in our day. If the city will provide school-houses, and the Board employ teachers, we have no doubts regarding the pupils." This, to our mind, is the best answer that can be given to the advocates of compulsory attendance, throughout the country.

The census gives 8,104 as the number of children attending public schools, and 5,125 attending private schools. Reports of teachers show that the number enrolled in the public schools was 10,481. The reports of private schools give 6,409. Of the number enrolled in the public schools, about fifty-six per cent. were in actual, daily attendance. Assuming the same per cent. as the actual daily attendance upon the private schools, there would have been 3,587: making the number in actual daily attendance at schools of all kinds, 9,500: that is, 40 per cent. of the entire school population.

The cost of the public schools last year was \$73,819. The cost of instruction was \$7.04 a pupil—estimated on the basis of enrollment. Estimated on the daily attendance, it was \$12.62. This includes the High School. Exclusive of the High School, the cost was \$6.81 on the former and \$12.27 on the latter basis. This is an increase of 36 cents a child on the number enrolled; and a decrease of twelve cents a child on the daily attendance—the result of increased regularity of attendance. The good sense of Superintendent Pomeroy is shown in his remarks concerning primary schools and primary teachers, as well as in the matter of attendance. Indeed, his views on this point are so eminently sensible, that we here present them for the consideration of school officers:

"We are decidedly in favor of paying our primary teachers better wages than in the other departments, and then demanding *experience* as a qualification. The primary schools are the basis of our whole system; thorough work here tells throughout the whole course. Teaching, like other professions, is learned by experience; but the mistakes of a tyro in the profession are more serious in the results when made in our primary schools, than in departments where the pupils are older. Too much time is lost by our Grammar and High School teachers in doing work that has been poorly done by our Primary teachers, simply from want of experience. Teachers, to do good work, must not only love their calling—have their heart and soul in the work, but must also know how to

do their work ; and the Primary Schools are not the proper places for them to learn in. It would be better for our schools to place our new teachers in the Grammar Departments, and let them ~~work~~ ^{work} up to the Primary Grades."

SPAIN.—Curious ideas are prevalent about the state of education in Spain. John Arthur Roebuck's "Dumb-founded Spaniard" has become one of the standard epithets of the language, but the belief that the Spaniards are a peculiarly uneducated people, without schools or means of improvement, is as exaggerated as it is popular. Evidence of this fallacy may be found in *The Annual of Public Instruction*, issued some time ago by the office of Public Instruction at Madrid. In the number and antiquity of its universities, Spain is behind few countries in Europe. There are at present, in working order in Spain—or were previous to the revolution—10 universities for general education, 11 devoted to *the cultivation of the fine arts*, 1 for music, 2 for *manufactures*, 1 for diplomacy, 5 for *commerce*, 17 for *navigation*. Some of these probably do not rank higher than our so-called universities, corresponding to the high schools of other countries. These statistics show the attention paid to superior education. Primary education is not neglected, if we judge from the number of elementary schools—27,000. The training of teachers is carefully attended to, 77 Normal schools being devoted to the task. The libraries are exceedingly rich ; that of Madrid contains 300,000 volumes ; Central University 300,000 ; Barcelona, 136,000 ; Salamanca, 55,000 ; Palma and Majorca, 35,000 ; Mahon, 11,000 ; and other Libraries, making a total of 1,166,595 volumes. In the archives of Simancas there are 70,278 packets of manuscripts, and in that of Alcala de Henares 35,160. A grant of 23,000,000 of reals is made by the government for the support of this educational system, in addition to the communal provision of 110,000,000 reals : equal in all to about \$1,330,000.

ENGLAND.—The University of Cambridge has followed the example of the University of London in determining to institute examinations of women. The Syndicate appointed to conduct the examinations of students, not members of the University, having reported that examinations, for the purpose of testing the higher Education of women above the age of eighteen, might be undertaken by the University without inconvenience, and recommended that such examinations be held at suitable times and places, the Senate adopted the report without opposition. Every candidate is to be examined in religious knowledge, unless she declares her objection in writing. Certificates will be granted, but no name or class-lists published. The scheme is to be tried for three years.

The Annual Blue Book shows that the number of children in England and Wales, who were in "average" attendance during 1867, in schools inspected, and aided by government grants, was 911,681, or about 4½ per cent. of the population. This number does not include children attending workhouse and reformatory schools. It appears from the returns made to the House of Commons at its last session, that there is room in the schools, which have received Government aid, for nearly twice as many children as regularly make use of them.

RUSSIA is very careful of the minds and morals of her Polish pupils ; but strange to say, they do everything to thwart her benevolent purposes.

But Russia is powerful and persistent ; and, judging from the spirit of her policy in Poland as recently exhibited by the Curator of the Educational district of Vilna, in Lithuania, it will be a wonder if she does not succeed in effecting—perhaps more than she desires. That gentleman declares, in a series of articles in the local official journal, that the steps hitherto taken for Russifying Lithuania, by forbidding the use of Polish in the schools, and confiscating all Polish prayer-books, are not sufficient for their purpose ; and that “unless the Polish youths are entirely removed from the influence of their parents, there can be no real Russification.” “The pupils,” he adds, “pass only five hours of the day in the schools ; during the remainder of the time, and on holidays, they are in contact with the pernicious Polish element. All the good principles which are inculcated into them at school, are lost in conversing with their fathers and mothers in Polish. These imprudent parents do not understand what a demoralizing (?) influence they exercise on their children.” He therefore recommends, as a preliminary measure, that all children except those who live with their parents, should, after the hours of study, be placed under the surveillance of committees composed of educational officials, and should be allowed to board only with persons provided with certificates from the authorities “of good political conduct.”

JAPAN.—The Japanese women have more attention paid to their education than is usually bestowed upon the instruction of the female sex in other Eastern countries. For the lower class there exist what may be termed primary schools, where both boys and girls are taught together. At a proper age the boys are drafted off to separate schools to pass through a definite course of study, and the girls are instructed in domestic matters.

The accomplishments of painting and music and poetry are taught to women of the higher classes, as well as to those whose only object is to attract attention. There are dramatic, historical, and poetic works written by women, which command as much attention as those written by men. This, of course, evidences an amount of mental culture, in Japanese women, nearly if not equal to that of the other sex. The possession of the power of literary composition among Japanese women is of very ancient date ; for we find poems written by them among popular collections which go back to very ancient times. For instance, Jito wrote the second Ode in a number gathered together by Telk, who died A. D. 1241. Her mother was the daughter of a nobleman. Jito married the Emperor Ten Mu, and after his death assumed the government in the year A. D. 702.

So, again, we hear of mother and daughter, high in rank, who both possessed so much poetic talent that, on some verses composed by the daughter being read at court, the audience refused to believe they were not the mother's production, until she disavowed having in any way assisted her daughter in writing them.

These facts, which can be relied upon as authentic, show the great age of these Eastern civilizations compared with our own ; for at a time when England was divided into numerous small districts, and its inhabitants engaged in constant petty warfare, when letters were preserved only in the monasteries, and the chieftains knew no arts but those of the sword, Japanese princesses were composing poems which, repeated from mouth to mouth, and multiplied by the process of printing, have been handed down to the present day.

CURRENT PUBLICATIONS.

WE have sometimes thought it would be a capital experiment, and not a useless one, to have a school-book made studiously bad,—so utterly bad indeed that it should not have one redeeming feature—and then see how many respectable papers and respectable teachers would praise it. But we are beginning to think that it would be a needless expense. It would be impossible to make a book containing elements of badness which have not been already commended. We have before us one which we should despair of rivalling, yet it bears the imprint of a House whose name has heretofore been a guarantee of the good character of any work bearing it; and has been highly praised by periodicals which claim to be, not merely teachers of ordinary men, but teachers of teachers. This fact alone causes us to notice so worthless a thing.

We happen to know something of the history of the book, of which this much it may not be out of place to state: a publishing House in this city refused not merely to publish the book, but to make the plates at the author's expense. They would not be party to the making of so bad a book, though they ran no professional or financial risk in doing it.

The book has been lying on our table unnoticed for several months. We thought it a sufficient condemnation of itself, and a sufficient punishment to the publishers for lending it their imprint. It seemed impossible for any one to be deceived by it, notwithstanding the portentous "LL.D." which adorns the author's name on the titlepage—a rare distinction for a woman, we believe; and we know that the author is a woman. The plan of the work would be enough to condemn it, even if the execution were unexceptionable; but the execution is worse than the plan. Left to itself it would fall dead. As we have said before, we should not notice it at all, were it not being praised by respectable periodicals, which seem to be trying to galvanize it into life.

For the sake of justifying our complaints against the publishers and the book-reviewers, we will say that the work¹ is a cram-book of Geology and Mineralogy, written by one who has no idea of correct methods of teaching these subjects, and no knowledge of the subjects more recent than that contained in popular works published a dozen or twenty years ago. It is needless to say that there have been a few changes in these sciences since that time. She has evidently heard of, perhaps read, the first edition of Lyell's *Elements*, Hugh Miller's *Testimony of the Rocks*, and Hitchcock's *Geology of the World*; but nothing later. "The fossiliferous rocks," she says, page 24, "are described under the following divisions: Upper Silurian, Lower Silurian, Devonian, and Permian!"—after which, no more need be said of her knowledge of this part of Geology. Fortunately she does not say much of fossiliferous rocks. Mineralogy is her stronghold. She has a little box of minerals to go with her book, in which we found a bit of Gypsum labelled "quartz." She has seen Dana's Mineralogy, certainly long enough to copy, without owning it, half a dozen pages from his list of "American Localities," but she has not studied it enough to

¹ Hall's Alphabet of Geology: or First Lessons in Geology and Mineralogy. By S. R. HALL, LL. D. Boston: Gould & Lincoln, pp. 196.

learn how to name the commonest minerals. By the way, a simple mineral she tells us, p. 25, "is a substance having the same appearance in every part. It is *not* a simple substance," she says, "but when analyzed may be reduced to several elements. The number of simple minerals has been computed as no less than four hundred and thirty-four. Nearly fifty of them are metals"—which, it seems, are not simple substances, as has hitherto been supposed. Her Chemistry is peculiar, and undatable. There is nothing else like it on record. For example: Verdegriis is a poisonous *oxide* of copper.—Chromate of iron is a combination of *chrome* and iron.—Nitric acid is a *white* liquid with a nauseous odor. It unites with energy with most metals, such as iron, *tin*, etc.—Many varieties of *sulphate of iron* rapidly decompose when exposed to the air, and rocks containing it are unsuitable for building-stones.—*Barium* is one of the *metals* of importance, as it aids in forming some of the precious stones.—Both sulphuric and carbonic acid unite with a *base* called *strontium*, which is an *oxide*.—Open where you will, and you will not fail to find nonsense or error, if not both. The supplement on Paleontology is one of the strangest hashes ever seen in a school-book, and that is saying a great deal.

Would a sane person believe it possible that such a wretched little impostor could receive the approbation of respectable people? Yet it has been praised, and that too by the *Massachusetts Teacher*! This is what that amiable monthly says of it (Dec. '68, page 466): "This little work seems eminently adapted to supply the wants of those who are just starting in this department of Natural Science, and may well serve as an introduction to the more complete works of Hitchcock, Dana, Shepard, and others." Eminently adapted, indeed! We can account for such nonsense only in two ways: first, that the reviewer knows nothing of Geology, Mineralogy, or Chemistry; and second, that he never saw the book. In either case, the notice is a disgrace to the *Massachusetts Teacher*, and an insult to the teachers of Massachusetts. It is more. It is an insult to the cause of education, and to the intelligence of the American people,—and should be resented as such. If book-notices mean anything, or are ever to mean anything, let us have done with this bespattering with compliment every book that is printed, the good, bad, and indifferent alike.

The Mythologies of Greece and Rome, we doubt not, are to a certain extent allegories. To interpret them aright, and bring out the poetry and romance that lie veiled beneath them, is a task not easy of accomplishment. Indeed, the attempt to explain an allegory whose meaning is not obvious or already known, is always a delicate and more or less hazardous undertaking. And yet this attempt has been made from time to time in regard to the legends of ancient Greece and Rome. One of the boldest and most recent adventurers in this field is the Rev. Geo. W. Cox, of Oxford.¹ He attempts to explain the Greek and Roman myths on philological principles. He follows in the wake of Max Müller, and assumes that the names of the gods, goddesses, nymphs, heroes, and other mythical beings, are but old names of common things, the original meaning of which names was long ago forgotten, even before the times of those who used them in their mythological narratives, and that the actions attributed

¹ *Manual of Mythology*. By Geo. W. Cox. 16mo, pp. 300. New York: Leypoldt & Holt, 1868.

to those beings are but events of every-day occurrence in nature. Thus, the well-known story of Orpheus, who

"Drew iron tears down Pluto's cheek,
And made Hell grant what love did seek,"

is interpreted as follows: The word *Orpheus* means the sun. *Eurydice*, the name of Orpheus's wife, means the dawn. The serpent that stung Eurydice and caused her death, is "the serpent of darkness, which kills the beautiful twilight in the evening." The descent of Orpheus to the lower regions is the setting of the sun. The disappearance of Eurydice upon the looking back of Orpheus, is the disappearance of the dawn at the rising of the sun. Now, this may be satisfactory to some. It may be poetry. But, to us, it is the merest bosh. In the story, Eurydice precedes Orpheus to the lower regions. In the order of nature, the sun (*Orpheus*?) goes down before the twilight (*Eurydice*?) dies, or is even born! In the story, Orpheus takes the lead in coming up from Orcus; in nature, the dawn precedes the rising of the sun. How the sun causes the woods to bend, or the streams to cease flowing, as the music of Orpheus is said to have done, or what the counterpart to that music is, or what all Orpheus's supposed playing before Pluto and Proserpine means, the author does not pretend to say. In like manner, his explanation; generally are partial, confused, and unsatisfactory. Besides, he attempts to carry his allegories too far. He would convert realities, like the siege of Troy and the events that followed it, into myths, denoting "a repetition of the daily siege of the east by the solar powers that every evening are robbed of their brightest treasures in the west!" The author is, in fact, sunstruck. Every hero is, with him, the sun; his wife, or bride, or love, the dawn; his children, or servants, or attendants, the clouds. The wife of Hercules (who is only the sun), is the clouds; and the golden apples that he secures are also clouds—"the golden-colored clouds which are grouped round the sun as he sinks in the western sky!" The whole thing, book, explanations, and all, is the sheerest namby-pamby that we have seen for many a day.

The time is coming, we hope, when all our school-books will be written by masters of their respective subjects: not by retired schoolmasters; or worse, by publishers' hacks, who, for a consideration, will undertake to prepare—by a summary process of grabbing—a "complete" series of text-books from a primer to a Greek Lexicon, embracing the whole circle of the sciences.

When that happy time does come, we shall have more school-books of the character of Professor Dalton's *Treatise on Physiology and Hygiene*.^{*} This, so far as it goes, is worthy of unqualified praise. The author's happy style as a writer and lecturer on Physiology is well known. He has spent many years in investigating and teaching the subject, and has been eminently successful in both. His knowledge and experience enable him to survey the whole extent of Physiology, as far as it is known, and to select, with just discrimination, the most necessary as well as most interesting facts of the science, and to present them in their natural order

^{*} *A Treatise on Physiology and Hygiene: for Schools, Families, and Colleges.* By J. C. DALTON, M. D., Professor of Physiology in the College of Physicians and Surgeons, New York. New York: Harper & Brothers. 12mo, pp. 399; \$1.50.

and proper relation to each other. He thus knows not only what to give, but what to leave out,—a qualification of prime importance in preparing an elementary school-book.

We have said that the work is entirely satisfactory—so far as it goes. We should have been better pleased, had the author gone further, and given a chapter or two on reproduction and fetal development: a difficult subject to treat in a school-book, we admit; but none the less necessary to be treated. School-boys and girls, if not instructed in the other portions of Physiology, remain simply ignorant. Of this, they are sure to learn something, and that something, *wrong*. No one is better fitted to treat this subject as it should be treated than Prof. Dalton. We hope he will prepare a supplement to his "Treatise," to be bound with it or separately, supplying the needed chapters on this most important part of the science.

We are glad to see added to the list of Educational monthlies, The *Kentucky Journal of Education*. It is needed; and if it sustains the promise of the first number (January, '69), it will do good work in its particular field. The *Journal* is edited and published by Z. F. Smith, State Superintendent, Frankfort, Ky.: price \$2.

The *New Englander* (January) comes too late for an extended notice. The contents are: I. The System of Instruction at West Point:—Can it be employed in our Colleges?—*Robert P. Keep*.—II. How to build a Nation, by *J. P. Thompson, D. D.*.—III. The Renaissance in China, by *W. A. P. Martin, D. D.*.—IV. The American Colleges and the American Public, by Prof. Noah Porter.—V. Prof. Porter's Work on the Human Intellect, by Prof. *B. N. Martin*.—VI. The Presbyterian Disruption of 1838, by Prof. *Leonard Bacon*.—VII. Notices of Books, etc. The price has been reduced to \$3 a year for mail subscribers. New Haven: *W. L. Kingsley*.

The *American Journal of Science and Arts* (January) contains: I. An account of the Meteor which burst over Weston, Conn., Dec., 1807, by Professors *Silliman and Kingsley*.—II. On the Distillation of dense Hydro-carbons at a high Temperature, by *S. F. Peckham*.—III. On the Chromites of Magnesium, by *W. R. Nichols*.—IV. Physiological Chemistry; part II: by *G. F. Barker*.—V. Derivative Hypothesis of Life and Species, by Prof. *Owen*.—VI. On Some Phenomena of Binocular Vision, by *Joseph Le Conte*.—VII. On the Geology of Lower Louisiana and the Rock-salt deposit of Petite Anse, by *E. W. Hilgard*.—VIII. Notes on the recent volcanic disturbances of Hawaii, by Rev. *Titus Coan*.—IX. Geographical Notices, by *D. C. Gilman*.—X. Meteors of November 14, 1868, etc. New Haven: *Silliman & Dana*. Bi-monthly, \$6 a year.

BOOKS RECEIVED.

Harper & Brothers: GREATER BRITAIN: a record of Travel in English-speaking countries during the years 1866 and 1867. By CHARLES WENTWORTH DILKE. With maps and illustrations. 12mo, cloth, \$1.—THE OLD WORLD IN ITS NEW FACE. Impressions of Europe in 1867-1868. By HENRY W. BELLOWES. 2 vols., 12mo, cloth, \$3.50.—JESUS OF NAZARETH: His Life and Teachings. By LYMAN ABBOTT. Crown 8vo, cloth, \$3.50.—WILD LIFE UNDER THE EQUATOR: Narrated for Young People. By PAUL B. DU CHAILLU. 12mo, cloth, engravings, \$1.75.—ADVENTURES IN THE APACHE COUNTRY: a Tour through Arizona and Sonora, with Notes on the Silver Regions of Nevada. By J. ROSS BROWN. 12mo, cloth, \$2.—NATURE'S NOBLEMAN. By the Author of "Rachel's Secret." 8vo, paper, 50 cents.

Charles Scribner & Co.: THE LAW OF LOVE AND LOVE AS A LAW: or, Moral Science, Theoretical and Practical. By MARK HOPKINS, D. D., LL. D. 12mo, cloth, \$1.75.—INTRODUCTION TO THE STUDY OF ENGLISH LITERATURE. By HENRY N. DAY. 12mo, cloth, \$2.25.—THE CONSCRIPT: a Tale of the French War of 1813. By M. M. ESCHEMAN-CHATELAIN. 12mo, cloth, \$1.50.

M. W. Dodd: WATCHWORDS FOR THE WARPAVE OF LIFE. From Dr. MARTIN LUTHER. Translated and arranged by the Author of the "Schonberg-Cotta Family." 12mo, cloth, \$1.75.

Leypoldt & Holt: TOBACCO AND ALCOHOL. It Does pay to Smoke. The Coming Man will Drink Wine. By J. FIRKE, M. D. 16mo, cloth, \$1.

D. Appleton & Co.: A HALF-CENTURY WITH JUVENILE DELINQUENTS. By Rev. B. K. PIERCE, D. D. 8vo, cloth, \$1.50.